



Laguna Beach High School

625 Park Avenue • Laguna Beach, CA 92651 • (949) 497-7750 • Grades 9-12

Dr. Jason Allemann, Principal

jalleman@lbusd.org

www.lbusd.org

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Laguna Beach Unified School District

550 Blumont Street
Laguna Beach, CA 92651
(949) 497-7700
www.lbusd.org

District Governing Board

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Carol Normandin-Parker

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Accountability**

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Director, Social Emotional Support

School Description

Laguna Beach High School is part of the Laguna Beach community. Sloping down the coastal hills to the edge of the Pacific Ocean, Laguna Beach is known for its dramatic contrast of mountains and beaches. A center for fine arts, Laguna Beach's culture is as unique as its landscape.

The Laguna Beach Unified School District serves students in grades kindergarten through 12 by providing comprehensive educational programs through its two elementary schools, a middle school, and a high school. The District is proud of the high level of community support it receives and the commitment the community demonstrates towards its students. The Laguna Beach Education Foundation (SchoolPower) was created by the community to provide additional funds to the District to support school programs and activities. Laguna Beach High School serves students in grades nine through twelve on a traditional school calendar. The mission of Laguna Beach High School is to maximize learning for every student in a supportive and caring environment to ensure that, upon graduation, all students are ready for college, career and global citizenship. Our school has been recognized at the state and federal levels as a California Distinguished School and a National Blue Ribbon School. In 2018-2019, 1068 students were enrolled at the school. The student population consisted of 10% socioeconomically disadvantaged, 2% English learners, and 12.4% students with disabilities. LBHS student population is 11% Hispanic, 4.9% Asian, 76.9% white, 5.2% two or more races, and 1% other races. The LBHS team of educators aims to provide relevant learning experiences to all students during their time here.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	238
Grade 10	271
Grade 11	307
Grade 12	268
Total Enrollment	1,084

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.4
Asian	4.4
Filipino	0.5
Hispanic or Latino	10.2
Native Hawaiian or Pacific Islander	0.4
White	77.7
Socioeconomically Disadvantaged	13.5
English Learners	2.6
Students with Disabilities	10.9
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Laguna Beach High School	16-17	17-18	18-19
With Full Credential	54	53	53
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Laguna Beach Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	156
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Laguna Beach High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

All curriculum development at Laguna Beach Unified School District adheres to the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Using student data from multiple assessments, administrators and teachers look at how well students are performing according to state grade level standards, identifying areas of strength and weakness. Teachers modify instruction to ensure students succeed in meeting grade level expectations. The District's Curriculum Committee provides guidance and input to ensure the educational program meets the needs of all students. The Curriculum Committee, comprised of representatives from schools, the District, and parents, oversees curriculum policy and maintains a continuum of instructional programs across all grade levels.

Laguna Beach Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support our school's instructional program. Laguna Beach Unified School District held a Public Hearing on September 11, 2018, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California.

All textbooks are in adequate supply and in excellent to good condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks, and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials in core subjects for use in the classroom and to check out and take home or to access via their personal device at home and at school. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. Laguna Beach Unified School District follows the State Board of Education's six-year adoption cycle for core content materials. A committee consisting of administrators, parents, and teachers from each school establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final approval.

Textbooks and Instructional Materials Year and month in which data were collected: October, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Grades 9-12 StudySync, McGraw-Hill, 2017</p> <p>English 9: Warriner's Handbook (workbook) - no date provided by publisher Fahrenheit 451 The Alchemist, Night The Odyssey, Homer The Chosen Romeo and Juliet A Christmas Carol</p> <p>English 9 Honors: Warriner's Handbook (workbook) - no date Fahrenheit 451, Bradbury (summer) The Odyssey, Homer The Alchemist, Coehlo A Christmas Carol, Dickens Night, Weisel The Tragedy of Romeo and Juliet, Shakespeare A Midsummer Night's Dream, Shakespeare Cry the Beloved Country, Paton</p> <p>English 10: A Separate Peace, Knowles Life of Pi, Lee A Tale of Two Cities, Dickens All Quiet on the Western Front, Remarque</p> <p>English 10 Honors: Shakespeare, The Tragedy of Julius Caesar Foster, How to Read Literature Like a Professor Chevalier, Girl with a Pearl Earring Dickens, A Tale of Two Cities Wilde, The Picture of Dorian Gray; The Importance of Being Earnest Remarque, All Quiet on the Western Front Lee, Life of Pi</p>

Textbooks and Instructional Materials
Year and month in which data were collected: October, 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Supplementary non-fiction pieces</p> <p>Writing: Strunk and White, The Elements of Style Zinsser, William. On Writing Well</p> <p>Grammar: Strunk and White, Elements of Style</p> <p>English 11: The Crucible, Arthur Miller Adventures of Huckleberry Finn, Mark Twain The Old Man and the Sea, Ernest Hemingway The Great Gatsby, F. Scott Fitzgerald Selections from 40 Model Essays, Jane E. Aaron and Ellen Kuhl Repetto Catcher in the Rye, J.D. Salinger</p> <p>AP English Literature: Bronte, Wuthering Heights Twain, The Adventures of Huckleberry Finn Sophocles, Oedipus the King Shakespeare, Othello Miller, Death of a Salesman Faulkner, As I Lay Dying Chopin, The Awakening Hurstun, Their Eyes Were Watching God</p> <p>Other Resources: Harvey, The Nuts and Bolts of College Writing Strunk and White, The Elements of Style</p> <p>AP English Language: One Hundred Great Essays, 40 Model Essays, On Writing Well The Grapes of Wrath, The Catcher in the Rye, Travels with Charley, Fast Food Nation, One Flew Over the Cuckoo's Nest, The American Dream, Scarlet Letter, Last Child in the Woods.</p> <p>English 12: Oedipus the King, Antigone; Brave New World, Hamlet, Macbeth, Canterbury Tales, Lord of the Flies, and Frankenstein.</p> <p>All Levels of English Grades 9-12 will allow student choice of a novel. Each student will select an individual book for a unit.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Algebra I – Larsen Big Ideas Algebra I - Houghton, Mifflin, Harcourt - 2016 Geometry – Larsen Big Ideas Geometry - Houghton, Mifflin, Harcourt - 2015 Geometry Basic-Pacemaker Geometry, 2005 Algebra II – Larsen Big Ideas Algebra II - Houghton, Mifflin, Harcourt - 2016 Algebra II Essentials - Algebra II Foundations - Prentice Hall - 2013 Calculus An Applied Approach – HM, 2011 AP CALC – Calculus of a Single Variable – Brooks/Cole Cengage Learning – 2010 Statistics- Elementary Statistics McGraw-Hill – 2001 AP Stats - The Practice of Statistics, 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: October, 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Human Ecology- Health, McGraw Hill 2008 Life Science – McGraw-Hill – 2008 Biology – Pearson – 2007 & Holt - 2007 AP Biology – Campbell Biology - 2011; A Short Guide to Writing About Biology - Pearson - 2016 Chemistry – McDougal Littell – 2007 Advanced Chemical Research – Chemistry – Houghton Mifflin – 2007 Physics – Physics, Glencoe 2007 AP Physics – Physics Giancoli, Pearson Prentice Hall – 2007 Marine Biology – McGraw-Hill – 2007, Oceanography, Brooks/Cole, 2002 Anatomy and Physiology – Hole's Essentials of A&P, McGraw-Hill – 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>World History Basic- AGS WH, Pearson 2016 AP Euro – A History of Western Society – Bedford/St. Martin's – 2017. History of the World in 6 Glasses, Bloomsbury, 2017 Government-Gov't Alive! Power, TCI 2013 AP American Government – Cengage – 2015 Economics- Principles and Practices –McGraw-Hill – 2012, Think Like a Freak - Levitt 2015 Freakonomics - Levitt, 2016 AP Macroeconomics, Armchair Economics, Undercover Economist Think Like a Freak - Levitt Freakonomics - Levitt AP Economics 21 Edition AP US History. World History, US History, Government, Economics piloting new Pearson Textbooks 2018-2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>French I – Discovering French Today – Holt McDougal – 2013 French 2 – Discovering French Blanc – McDougal Littell - 2001 French 3 and 4 – Discovering French Rouge – McDougal Littell – 2001 French 5 – AP French Preparing for the Language Examination – Pearson Prentice Hall – 1998 AP French Language and Culture All Access – Research & Education Department – 2012, Themes 2016, French Four Years AP French – Allons au-Dela! – Pearson – 2012, AP French Preparing for the Language Examination – Pearson Prentice Hall – 1998, AP French Preparing for the Language and Culture Examination – Pearson Prentice Hall – 2012 Spanish I – Descubre 1 - Vista - 2016 Spanish II - Descubre II - Vista - 2016 Spanish III - Descubre III - Vista - 2017 H Spanish IV – Imagina – Vista – 2015 AP Spanish Language – Vista – 2014, Azulejo AP Spanish Literature - Temas Azulejo - Wayside Publishing - 2014 Mandarin I and 2- Zhen Bang! Level 2 Textbook 2017 Mandarin 3-Zhen Bang!, Level 2 Textbook 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Health – Glencoe - 2007 Botvin LifeSkills Training - 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Visual and Performing Arts	<p>Music In Theory and Practice – McGraw-Hill - 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0%</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Laguna Beach High School provides a safe, clean environment for our students, staff, and volunteers. The school is situated on 12.2 acres and facilities were built in the 1930's. They span 102,720 square feet, and include classrooms, two gymnasiums, a theater, administrative offices, restrooms, and storage rooms. Recent modernization includes school-wide WiFi, upgraded LED lighting throughout the campus, renovated and new HVAC systems, 20 upgraded classrooms including multiple 80" monitors, voice amplification and flexible furniture, track and field renovation, library modernization, and a completely modernized band room. The facility strongly supports teaching and learning through its ample classrooms, staff resource room, and other comprehensive facilities. The chart below displays the results of the most recent school facilities inspection.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Many interior surfaces are in need of replacement.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	District Plumber used as needed throughout the year.
Safety: Fire Safety, Hazardous Materials	Good	Fire extinguishers and fire alarm system is serviced annually.
Structural: Structural Damage, Roofs	Good	Roof replacement completed in the 60's, 80's Classroom/Library building, and Theater.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	85.0	75.0	82.0	82.0	48.0	50.0
Math	57.0	56.0	72.0	74.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	15.6	29.5	49.6

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	300	293	97.67	74.74
Male	154	152	98.70	68.42
Female	146	141	96.58	81.56
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00	76.92
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.00	57.50
Native Hawaiian or Pacific Islander	--	--	--	--
White	222	217	97.75	78.34
Two or More Races	12	11	91.67	63.64
Socioeconomically Disadvantaged	47	46	97.87	54.35
English Learners	--	--	--	--
Students with Disabilities	28	26	92.86	34.62

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	300	292	97.33	56.16
Male	154	151	98.05	54.97
Female	146	141	96.58	57.45
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100	76.92
Filipino	--	--	--	--
Hispanic or Latino	40	40	100	40
Native Hawaiian or Pacific Islander	--	--	--	--
White	222	216	97.3	57.87
Two or More Races	12	11	91.67	72.73
Socioeconomically Disadvantaged	47	46	97.87	34.78
English Learners	--	--	--	--
Students with Disabilities	28	26	92.86	26.92

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Parents and the community are very supportive of the educational program at Laguna Beach High School. Many parents serve as members of the Parent Teacher Association, which meets monthly on campus and sponsors many events to benefit students, staff and the community. Numerous programs and activities are enriched by the generous contributions made by the SchoolPower Education Foundation and the PTA. Parents are represented on the School Advisory Council, Career Technical Education Advisory Panel, and parents also serve on many athletic and performing-arts booster clubs and ad-hoc committees. The School and District are committed to involving parents in the decision-making process.

Parents who are interested in Laguna Beach High School's school committees, school activities, or volunteer programs may contact the principal at (949) 497-7750 or visit the school's website at www.lbusd.org.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Safety of our students and staff is our primary concern. All visitors must sign in at the front office and wear identification tags while on school grounds. School staff and administrators are on duty during break, lunch, and before and after school to ensure the safety of all our students. Campus supervisors circulate throughout the school to assist students and intervene if a problem arises. A comprehensive video monitoring system has been installed for protection of property, with cameras around the perimeter and in key foot traffic areas. Cameras are not actively monitored, but should a problem arise, the footage is used to find facts and evidence. The presence of cameras has reduced after-hours damage and theft significantly.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Many staff are trained in specific emergency preparedness procedures above and beyond the basic requirements of the School Safety Plan, including several CERT (Crisis Emergency Response Team) trained staff. LBUSD had a safety and security site evaluation from OCIAC, as well as a leadership team debriefing to address important elements of the plan and campus layouts.

A Comprehensive School Safety Plan was developed by the District in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include: child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. The school evaluates the plan annually and updates the plan as needed. The plan was last updated in October 2018 and is reviewed with our school staff at the beginning of each school year.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.6	1.7	2.3
Expulsions Rate	0.2	0.0	0.3
District	2015-16	2016-17	2017-18
Suspensions Rate	1.9	1.3	1.6
Expulsions Rate	0.1	0.0	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	.25
Library Media Services Staff (Paraprofessional)	2
Psychologist	1
Social Worker	1
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	356

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	26.0	26.0	23.0	12	13	20	20	22	27	13	11	3
Mathematics	27.0	27.0	26.0	8	11	13	24	19	24	8	14	8
Science	29.0	23.0	29.0	4	21	4	21	18	21	10	7	9
Social Science	30.0	27.0	28.0	4	8	7	18	19	16	12	10	13

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Laguna Beach Unified School District offers three professional development days at the beginning of each school year, as well as a variety of additional days throughout the year and after-school professional development opportunities. Laguna Beach Unified School District offers staff development and training opportunities to teachers, administrators, and instructional aides. The District offers two full staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum and instructional strategies. To acquire specialized knowledge and skills, teachers are supported in additional training through workshops, conferences, and demonstration lessons, (such as Irvine Math Project), on balanced literacy and math, NGSS, inquiry, writing, instructional strategies, assessment, school climate, and technology. Staff development topics are determined based on needs assessment, input and feedback, local and state assessment results, and classroom observation. Common Core implementation is continuous through district and staff trainings as well as weekly PLC grade level department meetings.

Laguna Beach Unified School District offers two programs to support new and veteran teachers in their classroom skills and to ensure continued professional development. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first and second-year credentialed teachers and provides skills assistance over a two-year period. The District's Peer Assistance and Review (PAR) program is designed to improve the education of students and enhance the classroom performance of teachers, targeting both new and veteran teachers. Laguna Beach High School teachers utilize these programs with the goal of accomplishing the highest level of success for our students.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,054	\$45,681
Mid-Range Teacher Salary	\$100,389	\$70,601
Highest Teacher Salary	\$131,366	\$89,337
Average Principal Salary (ES)	\$169,568	\$110,053
Average Principal Salary (MS)	\$187,662	\$115,224
Average Principal Salary (HS)	\$177,908	\$124,876
Superintendent Salary	\$240,000	\$182,466
Percent of District Budget		
Teacher Salaries	31.0	33.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to general fund state funding, Laguna Beach High School received state and federal categorical funding for the following categorical, special education, and support programs:

- Title II, Teacher Training
- Title III, Limited English Proficient
- Instructional Materials
- Special Education

Laguna Beach Unified School District allocates its funding to improve student achievement, connectedness, and social-emotional wellness. The District provides additional funding in direct services for English Learners, low-income, and foster youth. Some of the direct services to provide support and foster academic success for English Learners and reclassified English Learners at each school site are MTSS supports, including academic support classes, assessment, intervention, counseling, etc. at each site, the Juntos after school program, an EL TOSA to provide support for teachers, professional development to teachers regarding CA-CCSS ELA/ELD frameworks, and oversight of the site EL programs and target students for additional support, a community liaison to provide support for students and parents, an after school bus for tutoring, English Learner instructional assistants at all

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$12,840	\$878	\$11,962	\$110,683
District	♦	♦	\$14,858	\$108,682
State	♦	♦	\$7,125	\$71,392
Percent Difference: School Site/District			-21.6	1.8
Percent Difference: School Site/ State			50.7	43.2

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

sites to directly support ELs, implementation integrated and designated ELD program for all ELs, English Language Development classes at all school sites, a summer ELD program, translation services for school/district events and meetings/conferences and parent education and involvement opportunities including DELAC. These direct services are designated specifically for English Learners and re-designated students. These services are meant to increase student achievement across all content areas and provide equal access to 21st-century learning and teaching. The expected annual outcomes are increased CELDT/ELPAC scores, state testing (CAASPP, CAST, CAA) proficiency, engagement (attendance), and reclassification rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Laguna Beach High School	2014-15	2015-16	2016-17
Dropout Rate	2.2	2.9	1.6
Graduation Rate	96.9	96.0	97.6
Laguna Beach Unified School District	2014-15	2015-16	2016-17
Dropout Rate	3.5	2.9	1.6
Graduation Rate	95.7	95.6	97.6
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	341
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	89%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	100.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	76.5

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	3	♦
English	5	♦
Fine and Performing Arts	4	♦
Foreign Language	4	♦
Mathematics	5	♦
Science	2	♦
Social Science	9	♦
All courses	32	34.2

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	97.5	96.8	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	100.0	100.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	100.0	100.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	97.6	96.6	92.1
Two or More Races	83.3	83.3	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	100.0	100.0	56.7
Students with Disabilities	78.6	73.3	67.1
Foster Youth	0.0	0.0	74.1

Career Technical Education Programs

Laguna Beach High School partners with College and Career Advantage (CCA) Regional Occupational Program (ROP), which provides Career Technical Education classes to students grades 9-12 to adult. College and Career Advantage is accredited by the Western Association of Schools and Colleges (WASC). These classes provide career preparation and sequential learning designed to improve academic skills. Courses are taught by fully credentialed career technical education teachers who are experienced in their related industries. Some course offerings may include unpaid internships and/or may articulate with local community colleges for college credit. College and Career Advantage services a wide variety of students: those who are looking to seek employment after graduation, those who are choosing to attend a community college or technical school, and those who are moving on to a four-year institution. These classes provide hands-on experience which enhances their academic studies and provides students with a glimpse into the real-world application of concepts presented in the general curriculum. Students who wish to become doctors, for instance, have a plethora of classes to choose from which will enhance their understanding of this field: Medical Assistant, Emergency Medical Responder, Emergency Medical Technician, Medical/Hospital Careers, and Surgical Technologist to name a few. For those students desiring employment after high school, these classes provide them with the necessary skills to enter the job market at a competitive level. All students receive a grade (A-F) and a certificate of completion at the culmination of the grading period (at the semester). Attendance is vitally important as some classes have an hourly requirement in order to receive credit. Students also receive high school credit, and in some cases, these classes fulfill graduation requirements and/or a-g subject requirements for California State and University of California colleges (Multimedia Design, and Multimedia Production, for example). The facilitation of enrolling students in CCA is handled by the on-campus College and Career Specialist (CCS) who is trained to advise students in regards to proper placement in courses depending on student interest. The CCS also tracks grades and attendance and serves as the intermediary between the CCA District Office and the campus. When ROP was introduced in 1970, it was meant to service the population of students who were non-college bound, and while that is still a focus of CCA, a measurable population of college-bound students have gravitated towards the classes offered because they see the value in gaining hands-on experience in their field of interest. College and Career Advantage is excited about expanding the program to include classes that have become of particular interest in our modern society. Some of the other classes offered include Aviation Careers, Audio and Music Production, Automotive, Business Management, Crime Scenes Investigation, Introduction to Law Enforcement, Dance, Dental, Digital Video Production, Emergency Medical Technician, Fashion Design, Fire Technology, Graphic Production Technology, Medical/Hospital Careers, Programming/Coding, Restaurant Careers, Retail Careers, and Veterinary Technician. ROP classes may or may not be offered on the LBHS campus, as many are located at nearby high school campuses. Laguna Beach High School offers additional career-oriented classes that are not officially CTE or CCA, as well.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.